



KENT COLLEGE

DUBAI

GCSE Curriculum
Booklet
2018- 2020



Introduction to GCSEs

GCSE stands for 'General Certificate of Secondary Education', which is the standard 16+ public examination in the British Curriculum. There are several exam boards that offer GCSEs approved by the UK qualifications authority, and they are commonly offered either as UK qualifications or as international ones (IGCSEs) - both are equally valid and schools often offer a mixture of both sorts. Schools are free to make their own choices of exam board, too, and Kent College Dubai currently offers qualifications from Edexcel (also commonly known as Pearson) and AQA.

The UK government introduced a wide-ranging reform of GCSEs starting in 2015, and all the subjects we offer now lead to reformed qualifications. GCSEs are designed to examine all ability ranges with a scoring system of 9 -1 (9 is the highest level of attainment) for reformed GCSEs, while grades ranging from A* to G (A* is the highest level of attainment) are just awarded for any 'unreformed' qualifications in various languages.

Choosing GCSE subjects to study is an exciting stage in the course of Year 9. Our philosophy, as far as is possible, is to design pupil timetables for GCSEs around their particular preferences rather than by starting with a pre-determined set of option blocks. We will provide guidance and support throughout the process to ensure the best curriculum is created for each individual.

The purpose of this booklet is to:

- Present to parents and pupils the courses which are planned for the GCSE programme from September 2018.
- Outline the content, course structure and assessment criteria of each syllabus.
- Help you to make informed decisions appropriate for the subsequent stages of your educational career.

You should read this booklet carefully and attend the **Options Evening on 17 January 2018** before deciding your options. The options form at the end of this booklet must be completed and returned to your form tutor by **Sunday 28 January 2018**.

This information describes the GCSE courses available at Kent College Dubai in Years 10 and 11. Throughout, the term "Key Stage 4" (KS4) is used interchangeably with "GCSE".

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Linear GCSEs

All GCSE courses are linear in nature; this means that all the examinations take place at the end of the course at the end of Year 11. Many GCSEs include Controlled Assessments; these are longer pieces of work completed during the course and mostly in school. The specific makeup of each of the GCSE courses are explained in this booklet.



Assessment of reformed GCSEs

Key structural features of the reformed GCSEs now in place include:

- A grading scale that uses the numbers 9 - 1 to identify levels of performance (with 9 being the top level). Where performance is below the minimum required to pass a GCSE, pupils will get a U.
- Tiering used only for subjects where untiered papers will not allow pupils at the lower end of the ability range to demonstrate their knowledge and skills, or will not stretch the most able. Tiering gives both a Higher or Foundation level for pupils to choose from. If a pupil opts for Foundation tier then all exams for that subject will be at Foundation Level.
- English Literature and English Language will be untiered.
- Maths will be tiered with an 'improved overlapping tiers model', with a foundation tier covering grades 5 - 1 and a higher tier covering grades 9 - 5.

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	
3	D
2	
1	
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above



What GCSEs are on offer?

The following subjects form the **compulsory** part of the programme of study at Key Stage 4:

Examined	Non-Examined
English Language	Physical Education - Core
English Literature	Islamic Studies (<i>For Muslim pupils</i>)
Mathematics	
Science (Biology/Chemistry/Physics) or Combine Science (Double Award)	

The following subjects form the **optional** part of the programme of study at Key Stage 4:

Languages	Humanities	Creative Subjects	Other Subjects
<i>Arabic A*</i>	History	Art & Design	Physical Education
Arabic GCSE	Geography	Drama	
French	Business Studies	Design Technology	
Spanish		Music	

* *Italic subjects are statutory requirements from the KHDA.* “Arabic A” pupils are required to study Arabic language as per KHDA regulations and the curriculum specified from the KHDA. The course covered is not a GCSE offered by a UK exam board.

Which subjects should I choose?

All pupils would normally expect to sit nine GCSE examinations: English Language, Mathematics, Science, Additional Science, a language and three optional subjects. Most pupils additionally sit English Literature. More able scientists can, after recommendation, choose to sit separate science GCSEs in Biology, Chemistry and Physics. Occasionally pupils are entered into GCSE examinations before Year 11 and may then study additional external qualifications alongside their GCSEs.

Pupils are expected to study at least one Language, and are strongly advised to choose at least one Humanities subject, to ensure a broad and balanced curriculum.

Pupils receiving support from either the Learning Support or the EAL departments may have a reduced GCSE programme. Some GCSEs contain a mixture of supervised coursework or practical work with a terminal paper. Attendance in school, throughout scheduled term dates is, therefore, essential. A diary of key dates is published annually by the Academic Office.

Most subjects in Year 10 and Year 11 are taught as mixed ability and mixed gender classes with the exception of Maths and Science, which are set depending on ability. Depending on numbers, language sets may also be streamed according to the pupils’ acquaintance with the language.

As part of the extra curriculum, it may be possible to study other modern languages, with GCSE or national proficiency certification possible if sufficient progress is made.



Learning Support Department

Pupils requiring Learning Support will normally have been identified, and may already be receiving support, before joining the school. Where possible, parents are asked to ensure they have met the Head of Learning Support before their son or daughter joins the school, and to make available any documentation, such as Educational Psychologist Assessments. Documents held by previous schools will be transferred as part of our normal liaison procedures to ensure satisfactory transfer and a proper continuity of support teaching.

Where pupils have not previously been identified, or are later identified through screening procedures, a full Educational Psychologist assessment can be arranged. We will recommend an Educational Psychologist who charges a competitive fee. Parents may choose to use an external Educational Psychologist, but a useful report should include considerable liaison with the School. In order to receive extra time in examinations, or other consideration from Examination Boards, pupils with Specific Learning Difficulties will require a full assessment, and be able to provide evidence of continued support by the school.

Kent College is committed to providing an appropriate and high quality education to all children. We believe that all children, including those who are identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to all of them, and to be fully included in all aspects of School life.

If a literacy or numeracy need has been identified prior to joining, or during their school life, pupils are offered support. This can present itself in two forms:

1. LS instead of a language option. In this way pupils will encounter a reduced curriculum and benefit from small group support where common themes of difficulty can be addressed or individual support of other curriculum areas delivered.
2. One-to-one support. Pupils may enjoy one-to-one or paired support for numeracy, literacy, or other need. All lessons are taught by specialist teachers who create and deliver individualized educational programmes through a multi-sensory, cumulative approach. Lesson arrangements remain consistent throughout the year. Changes in the number of lessons only occur following discussion with teachers, parents and pupils. Parents may be charged an additional fee for one-to-one or paired Learning Support provision, depending on the level of support involved.

Decisions regarding the allocation and timing of support lessons are based on a number of factors, which include the needs of the individual pupil, the wishes of the parent and pupil, as well as the views of relevant Heads of Departments and subject teachers.

EAL Department

Our expectation is that pupils for whom English is not their first language will aspire to study the full range of subjects in the GCSE curriculum. A decision about their individual curriculum will be based on the results of the assessment test that they sit when they apply to join the school. As they move on up the school, and as their language ability improves, their curriculum is reviewed by the Head of EAL in consultation with their tutor, Head of Year and the Vice Principal Academic. Such decisions effectively become part of a needs analysis for each pupil, and the first principle of the EAL Department is to match teaching provision to the requirements of the individual pupil.



The more able pupils are encouraged to be as fully integrated as possible into mainstream subjects. In some cases, pupils do not receive EAL lessons, either if the parents have requested this, or it is felt that they can fully access the curriculum without the support of the Department. It is always possible for these pupils to be supported by the Department should the need arise. More capable GCSE pupils are generally allocated 3 core EAL lessons a week, out of one option block, depending on their level of English, and on how many mainstream subjects they take.

The House and Tutorial systems

The House system involves four Houses: Augustine, Becket, Chaucer and Marlowe. Each pupil is allocated to a House when they join the school, and remain in their House for the duration of their time with us. Each House has a member of staff appointed as Head of House.

The tutor is the corner-stone of pastoral care for each pupil: it is the tutor's responsibility to oversee the academic, career, personal and social development of their tutees. A strong relationship between tutor and tutee is a major focus. Parents are encouraged to use the tutor as their first point of contact in all matters.

Academic Monitoring and Reporting

In Years 10 and 11, pupils are awarded grades for effort and achievement at approximately four-week intervals. The attainment grades are graded as examination grades where the grade reflects the quality of performance since the last grade given, e.g. B is awarded if, based on their current level of performance and a continuation of that, we would expect a pupil to get a B at examination. Please note that these are not predictions, but statements of the level of performance since the last grade was given. If recent work has been below expectation, then a low grade may be given, even when we ultimately expect things to be improved. There is inevitably an element of forecast, based on current trajectory, with all subjects, particularly those with a significant maturation factor.

These grades are discussed with tutors who will give praise and encouragement or suggest strategies for improvement, as appropriate. At the beginning of a pupil's GCSE career, it is important to establish good study skills and time management.

The tutor is responsible for the academic and pastoral welfare of pupils in their tutor group. Regular reviews and individual interviews, together with internal monitoring mechanisms, ensure that concerns raised are communicated quickly and effectively.

The tutor is normally the first point of contact, either via the planner or through an email. Subject teachers, Heads of Department, the Head of Year, the Vice Principal and Principal are also available and can be contacted as appropriate.

There are two formal reporting points in the year. Each pupil receives a full report at the end of the autumn term; parents then receive an exam report for Year 10 and Year 11 after the mock examinations in January of the Spring term. There will also be a full report for Year 11 in the Spring term and for Year 10 in the Summer term. In addition to this there is at least one grade card per term. There are two Parents' Evenings for each year group each year and, additionally, early in the first term of each year there is a 'Meet the Tutor evening'.



Homelearning

Homelearning is an important part of the academic development of pupils; it must therefore be a worthwhile exercise. It is set each day and recorded by pupils in their planners. In Years 10 and 11, pupils should expect 3 assignments each evening, each lasting 30 minutes. Homelearning set by subject teachers can include tasks that need completion for the next lesson or extended tasks that may take a longer period of time. Teachers take care to plan differentiated assignments; this may be by task or outcome. In any case, pupils are only expected to spend the appropriate allocated time on a piece of work, though as they move through the school, in order to develop good time management, planning and independent learning skills, they may be set a piece of work which extends over a greater period of time. For example, coursework demands may mean that a four-week time period is allocated for the completion of a specific piece of work.

The Timetable

The curriculum is delivered through twenty-nine lessons, each lesson lasting 55 minutes.

Lesson allocations are as follows:

English	4 periods per week
Mathematics	4 periods per week
Science	6 periods per week
Physical Education	1 period per week
Four option subjects	3 each per week
Islamic Studies/Study hall	2 periods per week

Pupils also have a weekly Tutor group meeting.

How and when choices are made

Careers guidance is offered from the outset through the Personal Development programme. Year 9 pupils will be encouraged to consider how to determine choices of subjects at GCSE.

In the Spring Term, the GCSE Options Presentation precedes the Year 9 Parents' Evening (**Wednesday 17 January 2018**). The presentation identifies the process of decision making together with an overview of the considerations that may be borne in mind. The accompanying parents' evening provides parents with an opportunity to consider individual subject choices in the light of their child's academic progress.

Provisional choices are discussed by the tutor with their tutee in preparation for a decision to be made by 26 February. A senior teacher interviews each pupil to confirm subject choices.

The timetable is written and subject choices confirmed by May half term. Courses will not run if numbers are too low to make it practical and late choosers may find that classes are full. Occasionally it may be necessary to use a reserve choice. Pupils and parents will be kept fully informed if this occurs. Changes in subject choices can occur throughout the summer term as long as the choices are possible within the option blocks and that maximum class sizes are not exceeded. Timetables will be available on the first day of the Autumn term.



For the first few weeks of the autumn term in Year 10, it is possible for pupils to change their option choices with prior written agreement from parents, tutor and Head of Year. Changes are subject to the combinations available in the option blocks. There are rarely examples of pupils changing to begin a new option after half term as they will have missed a significant amount of teaching time by that stage.

Admission to the Sixth Form

The standard entry requirement for A-level study to Kent College is **four 6 grades and two 5 grades at GCSE, two of which must be in English Language (First language) and Mathematics**

You will be expected to have gained a minimum of a 6 grade in each A-level subject you wish to study. Some subjects may have further requirements, so please refer to our Sixth Form Option Booklet. These are based on our experience of the minimum level of attainment needed to ensure success in the Sixth Form.

Exam Fees

Please note that in line with other independent schools, Kent College Dubai charges for all external examinations. Parents will receive invoices which will cover fees for the examinations carried out during Years 10 and 11.

It is not possible for Kent College Dubai to include these charges in the general school fees as each individual pupil incurs different costs.



Heads of Department* and Subject teachers

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Core Subjects



Course Outline

The English department delivers the Edexcel IGCSE for both English Language. This IGCSE is exclusive to independent and international schools. The Edexcel International GCSE in English Language (Specification A) is designed as a two-year course. The specification includes a wide range of reading and writing - the reading requirements of the course are covered in the Edexcel Anthology for International GCSE, for use throughout the course and the examination.

Course Details

Paper 1: 4EA1/01 (Examination – 60% of total IGCSE)

Overview of content:

- The contemporary non-fiction texts from Part 1 of the Pearson Edexcel International GCSE English Anthology.
- Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.
- Explore links and connections between writers' ideas and perspectives.
- Develop transactional writing skills for a variety of purposes and audiences.
- Use spelling, punctuation and grammar accurately.

Overview of assessment:

- Section A: Reading – a mixture of short- and long-answer questions related to a non-fiction text from Part 1 of the *Pearson Edexcel International GCSE English Anthology* and one previously unseen extract.
- Section B: Transactional Writing – one writing task, from a choice of two involving a given audience, form or purpose.
- The assessment of this unit is through a two-hour and 15-minute examination paper, set and marked by Edexcel.
- Single tier of entry.

Paper 3: 4EA1/03 (Internally assessed – 40% of total IGCSE)

Overview of content:

- The **poetry and prose texts** from Part 2 of the *Pearson Edexcel International GCSE English Anthology*.
- Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.

Overview of assessment

- Assignment A: Poetry and prose texts – one essay question based on any two poetry or prose texts from Part 2 of the *Pearson Edexcel International GCSE English Anthology*, including a commentary on why these texts were selected.
- Assignment B: Imaginative writing – one imaginative writing task.



Course Outline

The English department delivers the Edexcel IGCSE for English Literature. This IGCSE is exclusive to independent and international schools. The Edexcel International GCSE in English Literature is designed as a two-year course. A selection of prose, drama and poetry from around the world allows teachers a wide choice of set texts. The examination questions allow all pupils to make a personal, informed response to the texts studied. The qualification offers an enjoyable and stimulating introduction to the study of English Literature. The Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature is provided for use throughout the course and examination.

Course Details

Paper 1: Poetry and Modern Prose 4ET1/01 (Examination – 60% of total GCSE)

Overview of content

- The **poetry collection** from Part 3 of the *Pearson Edexcel International GCSE English Anthology*.
- One **modern prose text** from the list of set texts.
- Develop skills to analyse unseen poetry. Develop skills to analyse how language, form, structure and contextual factors can be used to create meanings and effects.
- Develop skills to maintain a critical style and informed personal response.
- Develop comparison skills.

Overview of assessment

- Section A – Unseen Poetry: one essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paper.
- Section B – Anthology Poetry: one essay question from a choice of two, comparing two poems from Part 3 of the *Pearson Edexcel International GCSE English Anthology*.
- Section C – Modern Prose: one essay question from a choice of two on each of the set texts.
- The assessment duration is 2 hours.
- Closed book: texts are not allowed in the examination. However, pupils will be provided with the anthology poems in the examination.

Paper 3: Modern Drama & Literary Heritage Texts 4ET1/03 (Internally Assessed – 40% of total IGCSE)

Overview of content

- One **modern drama text** from the list of set texts
- One **literary heritage text** from the list of set texts
- Develop skills to analyse how language, form, structure and contextual factors are used to create meaning and effect. Develop skills to maintain a critical style and informed personal response.

Overview of assessment

- The assessment of this paper is through two coursework assignments, internally set and assessed, and externally moderated by Pearson.
- Assignment A – Modern Drama: one essay response to a teacher-devised assignment on the studied text.
- Assignment B – Literary Heritage Texts: one essay response to a teacher-devised assignment on the studied text.



Paper 1

Part 3 of the Pearson Edexcel International GCSE English Anthology

If – Rudyard Kipling	Prayer Before Birth - Louis MacNeice
Blessing - Imtiaz Dharker	Search For My Tongue - Sujata Bhatt
Half-past Two - U A Fanthorpe	Piano - D H Lawrence
Hide and Seek - Vernon Scannell	Sonnet 116 - William Shakespeare
La Belle Dame sans Merci - John Keats	Poem at Thirty-Nine - Alice Walker
War Photographer - Carol Ann Duffy	The Tiger - William Blake
My Last Duchess - Robert Browning	Half-caste - John Agard
Do not go gentle into that good night - Dylan Thomas	
Remember - Christina Rossetti	

Additionally, a selection of modern poetry should be studied in order to prepare for the unseen poetry assessment.

One modern prose text from the list below

To Kill a Mockingbird	Harper Lee
Of Mice and Men	John Steinbeck
The Whale Rider	Witi Ihimaera
The Joy Luck Club	Amy Tan
Things Fall Apart	Chinua Achebe

Paper 3

One modern drama text from the list below

A View from the Bridge	Arthur Miller
An Inspector Calls	J B Priestley
The Curious Incident of the Dog in the Nighttime	Mark Haddon (adapted by Simon Stephens)
Kindertransport	Diane Samuels
Death and the King's Horseman	Wole Soyinka

One literary heritage text from the list below

Romeo and Juliet	William Shakespeare
Macbeth	William Shakespeare
The Merchant of Venice	William Shakespeare
Pride and Prejudice	Jane Austen
Great Expectations	Charles Dickens
The Scarlet Letter	Nathaniel Hawthorne



Course Outline

Pupils will study topics from these areas: Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability and Statistics. New topics are introduced under these headings such as errors in calculations, further trigonometry, solving quadratic equations, vectors and statistical measures. Other topics are studied to a greater depth than in previous years.

The aims of the Mathematics department relate to all year groups but are especially relevant to those pupils in Years 10 and 11 who may be considering taking Mathematics after GCSE:

- To develop an ability to think and reason mathematically.
- To notice and realise the application of Mathematics in the real world.
- To have the understanding of how to use Mathematics up to GCSE level and create a firm foundation for those wishing to study the subject further.
- For pupils to have a positive attitude to Mathematics and to achieve to the best of their ability, with confidence and enjoyment.

Course Details

Higher Tier 4MA1/3H and 4MA1/4H (each paper is 50% of total IGCSE)

Foundation Tier 4MA1/1F and 4MA1/2F (each paper is 50% of total IGCSE)

Overview of content

- Number
- Algebra
- Geometry
- Statistics

Overview of assessment

- Each paper is assessed through a 2-hour written examination.
- The total number of marks for each paper is 100.
- A formulae sheet will be included in the written examinations.
- A calculator may be used in the examinations

Pupils will be required to show their application of Mathematics and their choice of skills in a variety of practical and investigational problems within these assessments.

Entry to IGCSE Mathematics is made in one of two overlapping tiers:

Higher tier: Grades 9 - 4

Foundation tier: Grades 5 – 1



Course Outline

Biology is the study of living organisms in the environment in which we live, Earth. The course will look at the relationships between cells and metabolism as well as considering how whole organisms interact and have an impact on each other. GCSE Biology is a fantastic springboard for all A-Level studies as it aims to develop skills in critical thinking, data handling, evaluation, and application of knowledge to unseen real life situations.

Throughout the Biology GCSE course the learning and thinking skills will be developed through a variety of topics as follows: -

- **Cells** - a detailed study into the basic units of life and how their specialised functions allow an organism to operate.
- **Organisation** - using the digestive and respiratory systems in humans and the transport system in plants as case studies pupils will look at the impact of damage to these organs and how medical advances are increasing chances of survival.
- **Infection and response** - a visit to the world of the microorganisms and how our bodies operate to resist their lethal advances.
- **Bioenergetics** - here pupils will consider the two life processes, photosynthesis and respiration; they will develop a detailed understanding of the complex relationship between the process and how life as we know it has developed as a result of them.
- **Homeostasis and response** - a cell is an incredibly fragile thing and can only survive in very specific conditions. Pupils will consider how the body maintains the perfect working conditions for each individual cell.
- **Inheritance, variation and evolution** - delving into the world of our DNA and how small changes can have catastrophic impacts on the whole organism.
- **Ecology** - aimed at giving pupils a deeper appreciation of the sun as the sole source of energy flowing through all life on Earth and the interaction between all abiotic and biotic factors on an ecosystem.

Course Details

Paper 1: (50% of total GCSE- Foundation or Higher)

Overview of content

- Topics 1 – 4: Cell biology; Organisation; Infection and response; and Bioenergetics.

Overview of assessment

- Written exam 1 hour and 45 minutes
- Paper comprises multiple choice, structured, closed short answers and open response.

Paper 2: (50% of total GCSE – Foundation or Higher)

Overview of content

- Topics 5 -7: Homeostasis and response; inheritance, variation and evolution; and Ecology.

Overview of assessment

- Written exam 1 hour and 45 minutes
- Paper comprises multiple choice, structured, closed short answers and open response.

Pupils must complete all assessments in the same tier.



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For Higher tier, grades 4 to 9 are available. A pupil sitting the Higher Tier who just fails to achieve grade 4 will be awarded an allowed grade 3. Pupils who fail to reach the minimum standard for the allowed grade 3 will be recorded as U(unclassified).

For Foundation tier, grades 1 to 5 are available. Pupils who fail to reach the minimum grade of 1 will be recorded as U (unclassified).



Course Outline

Chemistry helps to explain what makes up the world around us. It looks at the physical world of substances – how things are made up and the processes, reactions and treatments that can change them and how business and industry use these properties. This course encourages the development of knowledge and understanding in science through opportunities for working scientifically. Working scientifically is the sum of all the activities that scientists do.

Aims

To study Chemistry is to study the materials the world is made of and the way new materials can be produced. The GCSE Chemistry course develops skills in data handling and aims to help pupils understand:

- the world around them;
- how to make better materials;
- how to get the energy we need;
- how to protect the environment.

Throughout the GCSE course, the learning and critical thinking skills will be developed through a variety of topics as follows:

- **Atomic Structure and the Periodic Table:** Pupils will study the historical development of the periodic table and models of atomic structure as examples of how scientific ideas develop over time.
- **Bonding, Structure and the Properties of Matter:** Pupils will use theories of bonding and structure to explain the physical and chemical properties of materials. This will enable them to look at how to engineer new materials with desirable properties.
- **Quantitative Chemistry:** Pupils will use chemical equations as a way to communicate chemical ideas. This topic will allow pupils to use quantitative methods to determine the purity of a sample and yield of product.
- **Chemical Changes:** Pupils will learn the importance of extracting resources from the Earth.
- **Energy Changes:** Pupils will study the heating and cooling effects that are used in everyday applications.
- **The Rate and Extent of Chemical Change:** Pupils will manipulate variables in order to speed up or slow down chemical reactions important for chemists and engineers in industry.
- **Organic Chemistry:** Pupils will investigate the chemistry of carbon compounds and how chemists can modify these compounds to make new materials such as plastics, perfumes, dyes and detergents.
- **Chemical Analysis:** Pupils will work as analysts to investigate a range of qualitative tests to detect specific chemicals as in the world of forensic science.
- **Chemistry of the Atmosphere:** Pupils will study the dynamic and forever changing Earth's atmosphere. This study will involve the problems caused by air pollutants and why scientists must develop solutions to minimise the effects.
- **Using Resources:** Pupils will explain why chemists seek to minimise the use of limited resources, the use of energy and the waste and environmental impact on the manufacture of new products.



Course Details

Paper 1: (50% of total GCSE- Foundation or Higher)

Overview of content

- Topics 1 – 5: Atomic Structure and the Periodic Table; Bonding, Structure and the Properties of matter; Quantitative Chemistry, Chemical Changes; and Energy Changes

Overview of assessment

- Written exam 1 hour and 45 minutes
- Paper comprises multiple choice, structured, closed short answers and open response.

Paper 2: (50% of total GCSE – Foundation or Higher)

Overview of content

- Topics 6-10: The Rate and Extent of Chemical Changes; Organic Chemistry; Chemical Analysis, Chemistry of the Atmosphere and Using Resources

Overview of assessment

- Written exam 1 hour and 45 minutes
- Paper comprises multiple choice, structured, closed short answers and open response.

Pupils must complete all assessments in the same tier.

For Higher tier, grades 4 to 9 are available. A pupil sitting the Higher Tier who just fails to achieve grade 4 will be awarded an allowed grade 3. Pupils who fail to reach the minimum standard for the allowed grade 3 will be recorded as U(unclassified).

For Foundation tier, grades 1 to 5 are available. Pupils who fail to reach the minimum grade of 1 will be recorded as U (unclassified).



Course Outline

Physics explains the existence of our universe, matter and energy. Studying physics enables you to have access to career opportunities in fields such as engineering, medical physics, astronomy, metrology, computer science, electronics, telecommunications, teaching and research.

GCSE study in physics provides the foundations for understanding the material world. Therefore, pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

The GCSE specification in Physics enables pupils to:

- develop scientific knowledge and conceptual understanding of physics
- develop understanding of the nature, processes and methods of physics
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on physics through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Throughout the GCSE course, the learning and critical thinking skills will be developed through a variety of topics as follows:

- **Energy:** Pupils will study energy changes in a system, and the ways energy is stored before and after such changes.
- **Electricity:** Pupils will study basic circuitry, microstructure of conductors, semiconductors and insulators which makes it possible to design components and build electric circuits.
- **Particle model of matter:** Pupils will use the model to predict the behaviour of solids, liquids and gases including understanding applications of the model in everyday life.
- **Atomic structure:** Pupils will study the nature of radioactivity including its benefits and dangers to humans.
- **Forces:** The study of forces is key to understanding fundamental concepts in physics. Pupils will appreciate the work of engineers in analysing forces when designing a great variety of machines instruments and structures.
- **Waves:** Pupils will study wave behaviour in both natural and man-made systems. Modern technologies such as imaging and communication systems show a wide range of applications of electromagnetic waves.
- **Magnetism and electromagnetism:** Pupils will study electromagnetic effects in a wide variety of devices. Engineers design systems that involve control or communications that take full advantage of electromagnetic effects.
- **Space physics:** Pupils will study theories that explain the existence of the universe by understanding the scale and structure of the universe and its evolution.



Course Details

Paper 1: (50% of total GCSE- Foundation or Higher)

Overview of content

- Topics 1 – 4: Energy; Electricity; Particle model of matter; and Atomic Structure

Overview of assessment

- Written exam 1 hour and 45 minutes
- Paper comprises multiple choice, structured, closed short answers and open response.

Paper 2: (50% of total GCSE – Foundation or Higher)

Overview of content

- Topics 5 -8: Forces; Waves; Magnetism and electromagnetism; and Space physics
- Questions in Paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity.

Overview of assessment

- Written exam 1 hour and 45 minutes
- Paper comprises multiple choice, structured, closed short answers and open response.

Pupils must complete all assessments in the same tier.

For Higher tier, grades 4 to 9 are available. A pupil sitting the Higher Tier who just fails to achieve grade 4 will be awarded an allowed grade 3. Pupils who fail to reach the minimum standard for the allowed grade 3 will be recorded as U(unclassified).

For Foundation tier, grades 1 to 5 are available. Pupils who fail to reach the minimum grade of 1 will be recorded as U (unclassified).



Course Outline

All pupils will start their Science studies on the Separate Science route. However, some pupils may be advised to change to Trilogy Science to enhance their overall grades in all subjects. Pupils on Trilogy Science will study Biology Chemistry and Physics achieve 2 GCSEs at the end of Year 11.

The topics studied on Trilogy Science are the same as the separate science courses, though they do not go into as much detail in some areas. The topics are as follows: -

Biology

- Cell Biology
- Organisation
- Infection and Response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Chemistry

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Energy Changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using Resources

Physics

- Energy
- Electricity
- Particle Model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism



Course Details

There are six papers: 2 Biology, 2 Chemistry and 2 Physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Biology Paper 1: (16.7% of total GCSE- Foundation or Higher)

Overview of content

- Topics 1 – 4: Cell biology; Organisation; Infection and response; and Bioenergetics.

Overview of assessment

- Written exam 1 hour and 15 minutes
- Paper comprises multiple choice, structured, closed short answers and open response.

Biology Paper 2: (16.7% of total GCSE – Foundation or Higher)

Overview of content

- Topics 5 -7: Homeostasis and responses, Inheritance, variation and evolution; and Ecology.

Overview of assessment

- Written exam 1 hour and 15 minutes
- Paper comprises multiple choice, structured, closed short answers and open response.

Chemistry Paper 1: (16.7% of total GCSE- Foundation or Higher)

Overview of content

- Topics 8 - 12: Atomic structure and the periodic table; Bonding, structure; and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes

Overview of assessment

- Written exam 1 hour and 15 minutes
- Paper comprises multiple choice, structured, closed short answers and open response.

Chemistry Paper 2: (16.7% of total GCSE – Foundation or Higher)

Overview of content

- Topics 13–17: The rate and extent of chemical changes; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and using resources

Overview of assessment

- Written exam 1 hour and 15 minutes
- Paper comprises multiple choice, structured, closed short answers and open response.

Physics Paper 1: (16.7% of total GCSE- Foundation or Higher)

Overview of content

- Topics 18-21: Energy; Electricity; Particle model of matter; and Atomic Structure

Overview of assessment

- Written exam 1 hour and 15 minutes
- Paper comprises multiple choice, structured, closed short answers and open response.

Physics Paper 2: (16.7% of total GCSE – Foundation or Higher)

Overview of content

- Topics 22-24: Forces; Waves; Magnetism and electromagnetism; and Space physics

Overview of assessment

- Written exam 1 hour and 15 minutes
- Paper comprises multiple choice, structured, closed short answers and open response.



Pupils must complete all assessments in the same tier.

For Higher tier, grades 4 to 9 are available. A pupil sitting the Higher Tier who just fails to achieve grade 4 will be awarded an allowed grade 3. Pupils who fail to reach the minimum standard for the allowed grade 3 will be recorded as U(unclassified).

For Foundation tier, grades 1 to 5 are available. Pupils who fail to reach the minimum grade of 1 will be recorded as U (unclassified).



Optional Subjects



Course Outline

GCSE Arabic is the perfect subject for you if you have a good command of Arabic and a desire to deepen your understanding. Studying GCSE Arabic will enable you to understand Arabic in a variety of contexts, learn more vocabulary, grammatical structures and transferable language skills, thereby developing your ability to communicate effectively. Studying Arabic will also help your awareness and understanding of countries, cultures and communities where Arabic is spoken.

The course combines the four language skills listening, speaking, reading and writing. You will develop your communication skills and understanding of the Arab world.

Course Details

GCSE Arabic has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). pupils may be entered for either Foundation Tier or Higher Tier, but they must enter the same tier for all four skills.

Unit 1: Listening and Understanding in Arabic (25% of total GCSE)

Pupils are assessed on their understanding of standard spoken Arabic by one or more speakers in a range of public and social settings. Pupils will respond to multiple-response and short answer open-response questions based on a recording featuring both male and female Arabic speakers

Overview of Assessment

- Higher Tier -Listening exam of 45 minutes (plus 5 minutes reading time)
- Foundation Tier – Listening exam of 35 minutes (plus 5 minutes reading time)
- The focus of the speaking unit will be chosen by the teacher in consultation with the pupil and will relate to the following themes: media, travel and culture or sport, leisure and work.

Unit 2: Speaking in Arabic (25% of total GCSE)

Pupils are assessed on their ability to communicate and interact effectively through speaking in Arabic for different purposes and in different settings. There are 3 tasks, which must be conducted in the following order:

Assessment Overview

Task 1 – a role play based on one topic that is allocated by Edexcel.

Task 2 – questions based on a picture stimulus based on one topic that is allocated by Edexcel.

Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the pupil in advance of the assessment. The second theme is allocated by Edexcel.

- Higher Tier - 10 -12 minutes, plus 12 minutes' preparation time.
- Foundation Tier – 7-9 minutes, plus 12 minutes' preparation time.

Unit 3 - Reading and Understanding in Arabic (25% of total GCSE)

Pupils are assessed on their understanding of written Arabic across a range of different types of texts, including advertisements, emails, letters, articles and literary texts.

Overview of Assessment

- consists of multiple-response and short answer questions based on these texts. Instructions are in both Arabic and English. A Translation from Arabic into English is also included.
- Higher Tier - Written exam of 1 hour 5 minutes
- Foundation Tier – Written exam of 50 minutes



Unit 4 – Writing (25% of total GCSE)

Pupils are assessed on their ability to communicate effectively through writing in Arabic for different purposes and audiences. Pupils are required to produce responses of varying lengths and types to express ideas and opinions in Arabic. Instructions to pupils are in Arabic. Word counts are specified for each question.

Overview of Assessment

- Higher Tier – Written exam of 1 hour and 25 minutes which consists of two open response questions and one translation into Arabic.
- Foundation Tier – Written exam of 1 hour and 15 minutes which consists of three open responses and one translation into Arabic.



Art and Design – Edexcel (Fine Art) 1FA



Course Outline

GCSE Fine Art represents a significant step up in what is expected of pupils with regards to independent study and research. Pupils are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice. Pupils must learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions. Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods. Pupils must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses. Pupils must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.

Course Details

Component 1 – Personal Portfolio (60% of total GCSE)

A portfolio that in total shows explicit coverage of the four assessment objectives. Pupils produce a portfolio or work demonstrating knowledge, understanding and skills, and comprising supporting studies and personal responses.

Overview of assessment

- The proportion of the
- Assessment is marked by the school and moderated by Edexcel during a visit.

Component 2 – Externally Set Assignment (40% of total GCSE)

This component represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1. Pupils must continue to work in the same title as they did for the Personal Portfolio.

Pupils respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Overview of assessment

- Preparatory period followed by 10 hours of supervised time
- Assessment is marked by the school and moderated by Edexcel during a visit.



Course Outline

The International GCSE in Business Studies is designed as a two-year course. As pupils progress they are introduced to new ideas and concepts while continuing to use and reinforce previously learned concepts and skills. The course is designed to give pupils a sound understanding of business and the ability to use knowledge, skills and understanding appropriately in the context of international markets and the United Kingdom (UK).

The Edexcel International GCSE in Business Studies qualification enables pupils to:

- develop an interest in, and enjoyment of, business subjects that will be sustained in later life
- use relevant terminology, concepts and methods effectively and recognise the strengths and limitations of the ideas used
- develop and apply their knowledge, understanding and skills to current issues in a wide range of appropriate international and UK contexts
- use an enquiring, critical approach to distinguish between facts and opinion and evaluate qualitative and quantitative data, to help build arguments and make informed judgements
- appreciate the range of different stakeholder perspectives in relation to business activities
- have an understanding of the dynamics of business activity and the related considerations of ethics and sustainability in business.

Course Details

The content will include: -

Business activity and influences on business

This section covers the various objectives of a business, changing business environments and the criteria for judging success. The focus is on the importance of having clear business objectives and how the business environment provides opportunities for, and imposes constraints on, the pursuit of these objectives.

People in business

This section looks at people in organisations, focusing on their roles, relationships and management in business.

Business finance

This section explores the use of accounting and financial information as an aid to decision making.

Marketing

This section focuses on identifying and satisfying customer needs in a changing and competitive international environment.

Business operations

This section examines the way organisations use and manage resources to produce goods and services

**Paper 1 – Investigating small business (50% of IGCSE)**

This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a small business – up to 49 employees.

Consists of four compulsory questions each worth 20 marks.

Overview of assessment

Written examination of 1 hour and 30 minutes

Paper 2 – Investigating large business (50% of IGCSE)

This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a large business – more than 250 employees.

Consists of four compulsory questions each worth 20 marks.

Overview of assessment

Written examination of 1 hour and 30 minutes



Course Outline

Design Technology at Kent College is a hands-on subject that is based primarily in the D.T. workshops and graphics lab. Resistant Materials enables pupils to develop a whole range of creative designing and making skills, technical knowledge and product understanding, as well as transferable skills such as problem solving and time management. Pupils will hone their tool and machinery skills during lessons while also familiarising themselves with the characteristics, properties and applications of modern building materials such as metal, plastic and timber. Much of the learning will take place in the form of practical project work and graphic design tasks. New content has also been added to the specification for 2017, which includes the assessment of Mathematical skills and Science skills. The course will culminate in a design and make task where pupils must create and manufacture an individual artefact based on an assigned design brief. This artefact will be accompanied by a digital portfolio documenting the research, planning, problem solving and evaluation stages of the journey. This is followed by a written exam based on the knowledge and skills built up over the two-year period. A successful Design Technology pupil will be expected to excel in the following areas:

- Communicating ideas through pencil sketching and 3D computer design software
- Using tools and machines safely and effectively in a real life workshop
- Using a variety of sources to investigate, research and analyse products and materials
- Finish a variety of materials to shop standard
- Planning, recording data and managing time effectively
- Understanding properties and applications of materials and using them effectively in the correct environment

Course Details

Paper 1 – Design Technology (50% of GCSE)

Section A: Core This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 10 marks of calculation questions in Section A.

Section B: Material categories This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 5 marks of calculation questions in Section B.

Overview of assessment

- Written examination of 1 hour 45 minutes

Paper 2 – Design Technology (50% of GCSE)

There are four parts to the assessment:

- **Investigate:** This includes investigation of needs and research, and a product specification
- **Design:** This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design
- **Make:** This includes manufacture, and quality and accuracy
- **Evaluate:** This includes testing and evaluation.

Overview of assessment

pupils will undertake a project based on a contextual challenge released by us a year before certification.



Course Outline

All pupils devise drama. All pupils explore texts practically and work on two text-based performances. Pupils develop skills as a performer and a designer (lighting, sound, set, costume, puppets). Pupils learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, pupils of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

Is GCSE Drama for Me?

- Do you enjoy a subject that is practical and creative?
- Do you want to develop your performance skills?
- Do you like working with other people?
- Would you like to learn a range of skills that will help you in later life? *Such as building confidence, working as a team, decision-making, and improving your communication*
- Would you like to ensure you have a balance between academic and creative subjects at GCSE?

Drama is not an easy option, but an exciting, challenging and wide-ranging subject that is both serious and fun!

Course Details

Component 1: - Understanding Drama (40% of total GCSE)

Pupils will prepare for a written exam which is divided into three compulsory sections:

- Section A: Knowledge and understanding of drama and theatre.
- Section B: Study of one set text play from a choice of six.
- Section C: Analysis and evaluation of the work of live theatre makers.

Overview of assessment

- Written exam of 1 hour and 45 minutes
- Open book

Component 2: - Devising Drama -Practical (40% of total GCSE)

A practical component assessing: -

- Process of creating devised drama
- Performance of devised drama (performance or design)
- Analysis and evaluation of own work
- in which pupils are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance and apply theatrical skills and analyse and evaluate their own work. This will be tracked in a devising log book.

Overview of assessment

- This will be tracked in a devising log book.
- Devised Performance
- This component is marked by the teacher and moderated by AQA.

**Component 3: - Texts in practice – Practical (20% of total GCSE)**

Performance of two extracts from one play (performance or design)

Free choice of play but it must contrast with the set play chosen for Component 1

Overview of assessment

- Performance of Extract 1 and Extract 2
- This component is marked by AQA.

This qualification will be graded from 9 to 1 using the total subject mark where 9 is the highest grade. Individual components are not graded.



Course Outline

The GCSE course covers three distinct themes as well as related sub-topics. These themes apply to all four skills. Pupils are expected to understand and provide information and opinions relating to their own experiences and those of other people, including people in countries/communities where French is spoken. The main themes studied are: Identity and culture; Local, national, international and global areas of interest; Current and future study, and employment.

As pupils progress during their French GCSE they will learn how to:

- Communicate and interact effectively in speech for a variety of purposes across a range of contexts
- Communicate effectively in writing for a variety of purposes
- Understand and respond to different types of written and spoken language
- Understand and use more accurately a wider range of vocabulary and structures, including some unfamiliar language
- Understand issues and opinions; discuss issues and give opinions

Course Details

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Pupils may be entered for either Foundation Tier or Higher Tier, but they must enter the same tier for all four skills.

Paper 1: - Listening (25% of total GCSE)

The test will be pre-recorded using native speakers. Pupils' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English.

Foundation Tier	35 minutes
Higher Tier	40 minutes

Paper 2: - Speaking (25% of total GCSE)

Pupils will carry out one role-playing situation, discuss a stimulus card and take part in general conversation which involves asking and answering questions and exchanging opinions.

Foundation Tier	7-9 minutes
Higher Tier	10-12 minutes

Paper 3: - Reading

Pupils' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English. Higher tier pupils will be given material which will include some complex, unfamiliar language in a range of registers together with non-factual and imaginative material including narrative.

Foundation Tier	45 minutes
Higher Tier	60 minutes

Paper 4: - Writing

At Foundation level pupils produce writing tasks which demonstrate their ability to write short texts using simple sentences and familiar language accurately, to convey meaning and exchange information.

At Higher level pupils write to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events.

Foundation Tier	60 minutes
Higher Tier	1 hour 15 minutes



Course Outline

We follow the Edexcel IGCSE geography course which builds on the skills and knowledge gained in Key Stage 3.

Physical Geography

River environments – features of the global hydrological cycle (including drainage basins), the physical processes that give rise to distinct river landforms and detailed case studies of river management in a developed and a developing or emerging country.

Coastal environments – the processes that give rise to characteristic coastal landforms, threats facing coastal ecosystems and detailed case studies of coastal management in a developed and a developing or emerging country.

Hazardous environments – the characteristics and distribution of different types of natural hazard, the measurement and impacts of hazards and detailed case studies of the management of a tropical cyclone in a developed and a developing or emerging country.

pupils are required to undertake a geographical investigation involving fieldwork and research, in one natural environment. In this paper, pupils choose one out of three fieldwork-related questions from: river environments, coastal environments, hazardous environments.

Human Geography

Economic activity and energy – variations in economic activity over time and spatially, the relationship between population and resources and detailed case studies of energy resource management in a developed and a developing or emerging country.

Rural environments – distribution, characteristics and human activities taking place in rural environments, the changes in contrasting rural environments and detailed case studies of rural environments in a developed and a developing or emerging country.

Urban environments – trends, characteristics and problems associated with urban environments, the challenges facing contrasting urban environments and detailed case studies of urban environments in a developed and a developing or emerging country.

Pupils are required to undertake a geographical investigation, involving fieldwork and research, in **one** human environment. In this paper, pupils choose **one** out of three fieldwork-related questions from: economic activity and energy, rural environments and urban environments.

Pupils are required to apply their knowledge and understanding of human and physical geography to investigate broader global issues. Pupils choose one out of three questions from: fragile environments and climate change, globalisation and migration, and development and human welfare.

Fragile environments and climate change – distribution, characteristics and threats facing the world's fragile environments, the impacts of different processes, including climate change, on fragile environments, and different approaches to managing fragile environments in a more sustainable way.

Globalisation and migration – the characteristics and growth in globalisation, including the role of global institutions and transnational corporations, and the impacts of increased globalisation, including migration and tourism and different approaches to managing migration and tourism in a more sustainable way.

Development and human welfare – definitions and ways of measuring development and human welfare, patterns of global development and the consequences of variations in development, and different strategies to address uneven levels of development and human welfare.

Course Details

Paper 1 – Physical Geography (40% of total IGCSE)

Pupils will prepare for a written exam which is divided into two sections:

Section A: Choose 2 out of 3 questions on: river environments, coastal environments, hazardous environments. The taught topics for paper 1 will be river environments and coastal environments.

Section B: Choose **one** out of three fieldwork-related questions on: river environments, coastal environments, hazardous environments.

Overview of assessment

- Written exam of 1 hour and 10 minute

Paper 2 – Human Geography (60% of total IGCSE)

Pupils will prepare for a written exam which is divided into three sections:

Section A: Choose 2 out of 3 questions on: Economic activity and energy, rural environments, urban environments. The taught topics for paper 2 Section A will be Economic activity and energy and urban environments.

Section B: Choose **one** out of three fieldwork-related questions on: Economic activity and energy, rural environments, urban environments.

Section C: Choose one out of three questions on: fragile environments and climate change, globalisation and migration, development and human welfare. The taught topics for paper 2 Section C will be fragile environments and climate change.

Overview of assessment

- Written exam of 1 hour and 45 minute

Please Note: Fieldwork is an essential element of the IGCSE course and is examined on both papers. Field trips will be both International and local.



Course Outline

History is an excellent subject for anyone who takes an interest in world affairs and wants to develop their ability to think independently. There is a huge amount of film and Internet evidence available to support every aspect of our course but the basic skills are thinking, reading and writing. Pupils are encouraged to find out what happened and why, and are introduced to the idea of different historical interpretations of the past.

Pupils will study the newly updated Edexcel International GCSE. This new revised International GCSE will be examined in 2019 and aims to extend pupils' knowledge and understanding by broadening and deepening skills. Pupils will develop the ability to explain, analyse and make judgements about historical events and periods studied using second order historical concepts, they will be able to use a range of source material to comprehend, interpret and cross-refer sources, and they will analyse and evaluate historical interpretations in the context of historical events studied.

Course Details

Overview of Content

Paper 1 – (50% of total IGCSE)

Pupils study 2 depth studies: -

1. Development of dictatorship: Germany, 1918-1945
2. A world divided: Superpower relations, 1943-72

Overview of assessment

- Written exam of 1 hour and 30 minute
- Pupils answer 2 questions, one on each of the depth studies they have studied.

Paper 2 – (50% of total IGCSE)

Overview of content

Pupils choose one historical investigation from this list A1-A5

- A1 The origins and course of the First World War, 1905-18
- A2 Russia in revolution, 1914-24
- A3 The USA, 1918-41
- A4 The Vietnam Conflict, 1945-75
- A5 East Germany, 1958 -90

Pupils choose one breadth study in change from this list B1-B7

- B1 America: from new nation to divided union, 1783-1877
- B2 Changes in medicine, c1848-c1948
- B3 Japan in transformation, 1853-1945
- B4 China: conflict, crisis and change, 1900-89
- B5 The changing role of international organisations: the league and the UN, 1919-c2011
- B6 The changing nature of warfare and international conflict, 1919-2011
- B7 The Middle East: conflict, crisis and change, 1919-2012

Overview of assessment

- Written exam of 1 hour 30 minutes
- Pupils answer 2 questions, one question on their historical investigation and one question on their breadth study in change.



Course Outline

GCSE music supports pupils in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills including performing, composing and appraising. Pupils will need to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

Pupils opting for GCSE music will need to be open-minded to a wide variety of musical styles. They will need proficiency in an instrument/voice and will need the self-discipline to regularly rehearse and develop their solo performing skills. The study of GCSE music provides pupils with music specific skills and transferable skills in equal measure.

Course Details

Music consists of one externally examined paper and two non-examined assessments.

Component 1: Performing (30% of total GCSE)

Solo performing

Ensemble Performing

Approaches to performing

Overview of assessment

- Pupils perform for at least four minutes' combined duration. Internally marked and externally moderated.
- Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces.
- Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces.

Component 2: Composing (30% of total GCSE)

Developing musical ideas

Compositional techniques and strategies

Ensuring technical control and coherence

Methods of notating composition scores

Overview of assessment

- Pupils compose two compositions, of at least three minutes' combined duration. Internally marked and externally moderated.
- One composition to a brief set by Pearson, of at least one minute in duration.
- One free composition set by the pupil, of at least one minute in duration.

Component 3: Appraising (40% of total GCSE)

Musical elements, musical contexts and musical language

Areas of study: Instrumental Music 1700–1820; Vocal Music; Music for Stage and Screen; Fusions.

Overview of assessment

- Written exam of 1 hour 45 minutes.
- Paper is made up of two sections.
- Section A: areas of study, dictation, and unfamiliar pieces
- Section B: extended response comparison between a set work and one unfamiliar piece



Course Outline

GCSE Physical Education provides pupils with the knowledge and understanding of how to live a healthy and active lifestyle, enabling them to make informed choices about their own physical development. pupils can choose from a variety of roles and activities in which to participate in physical activity.

Pupils will learn how to analyse and evaluate performance and suggest effective plans for improvement.

This course has 40 per cent controlled assessment where pupils have the opportunity to express and display their sporting abilities across three disciplines.

This specification is particularly suitable for pupils who wish to continue their studies in further education and for those who are interested in related career opportunities. This course can be the door opener into a world of Sport and education through A levels, University or simply to allow pupils the chance to take their passion and interest for sport further.

Course Details

Paper 1: The human body & Movement in physical activity and sport (30% of total GCSE)

Applied anatomy and physiology

Movement analysis

Physical training and use of data

Overview of assessment

- Written exam of 1 hour 15 minutes
- A mixture of multiple choice/objective test questions, short answer questions and extended answers

Paper 2: Socio-cultural influences and well-being in physical activity and sport (30% of total GCSE)

Sports psychology

Socio-cultural influences

Health, fitness and well-being and use of data

Overview of assessment

- Written exam of 1 hour 15 minutes
- A mixture of multiple choice/objective test questions, short answer questions and extended answers

Practical: (40% of total GCSE)

Practical performance in 3 different physical activities in the role of player/performer (1 in a team activity, 1 in an individual activity and a third in either a team or individual activity).

Analysis and evaluation of performance to bring about improvement in one activity.

Overview of assessment

- Assess by teacher and moderated by AQA.
- For each 3 activities pupils will be assessed in skills in progressive drills and in the full context.
- Pupils will be assessed on their analysis and evaluation of performance to bring about improvement in one activity.



Course Outline

The GCSE course covers three distinct themes as well as related sub-topics. These themes apply to all four skills. pupils are expected to understand and provide information and opinions relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken. The main themes studied are: Identity and culture; Local, national, international and global areas of interest; Current and future study, and employment.

As pupils progress during their Spanish GCSE they will learn how to:

- Communicate and interact effectively in speech for a variety of purposes across a range of contexts
- Communicate effectively in writing for a variety of purposes
- Understand and respond to different types of written and spoken language
- Understand and use more accurately a wider range of vocabulary and structures, including some unfamiliar language
- Understand issues and opinions; discuss issues and give opinions

Course Details

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). pupils may be entered for either Foundation Tier or Higher Tier, but they must enter the same tier for all four skills.

Paper 1: - Listening (25% of total GCSE)

The test will be pre-recorded using native speakers. pupils' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English.

Foundation Tier 35 minutes

Higher Tier 40 minutes

Paper 2: - Speaking (25% of total GCSE)

Pupils will carry out one role-playing situation, discuss a stimulus card and take part in general conversation which involves asking and answering questions and exchanging opinions.

Foundation Tier 7-9 minutes

Higher Tier 10-12 minutes

Paper 3: - Reading (25% of total GCSE)

pupils' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English. Higher tier pupils will be given material which will include some complex, unfamiliar language in a range of registers together with non-factual and imaginative material including narrative.

Foundation Tier 45 minutes

Higher Tier 60 minutes

Paper 4: - Writing (25% of total GCSE)

At Foundation level pupils produce writing tasks which demonstrate their ability to write short texts using simple sentences and familiar language accurately, to convey meaning and exchange information.

At Higher level pupils write to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events.

Foundation Tier 60 minutes

Higher Tier 1 hour 15 minutes



Provisional Options Form

Please indicate which four subjects you wish to choose to study in addition to the Core subjects of English Language, English Literature, Mathematics and Science.

Pupils Name: _____

Form Group: (if existing KCD Pupil): _____

MFL choices	Optional subjects (THREE choices plus a reserve)
French Spanish Arabic	<p>From traditional subjects – we recommend at least one from:</p> <p>Geography History Business Studies</p> <p>Breadth subjects – these provide balance and/or specialism:</p> <p>Art & Design Music Drama Design Technology Physical Education</p>

In order of preference:

MFL Option	
Choice One	
Choice Two	
Choice Three	
Reserve Choice	

It is very important that the options form is returned to your Form Tutor by the deadline of: -

28 January 2018